

Name(s) \_\_\_\_\_

Education 439: February 23, 2011  
Quiz on Chapter 3

1. What does the “Primacy-Recency Effect” tell us about what students most remember in class, and what implications does it have for our lesson planning?

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2. With respect to classroom discourse, what is the difference between what the authors call “IRE” and “IRF”? Which is preferable and why?

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3. The book mentions three types of texts: “unauthentic scripted,” “semiscripted,” and “authentic.” Briefly explain what each one is. Which one should we incorporate most in our lesson planning, and why?

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4. According to the current paradigm for instructional planning, what role do the students play in learning? What about the teachers?

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5. What does it mean to use a “backward design” in our lesson planning?

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